

## Minnie Hughes Elementary

8548 Willtown Road  
Yonges Island, SC 29449

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	173 Students	
<b>Principal</b>	Marguerite S. Middleton	843-889-2976
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	13	57	34

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Unsatisfactory	Yes

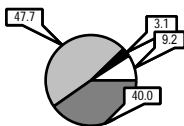
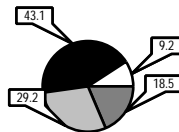
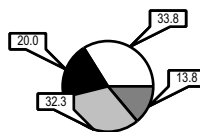
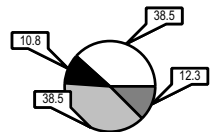
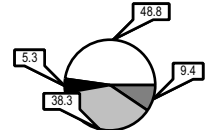
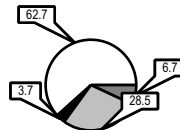
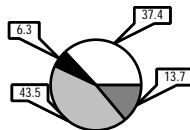
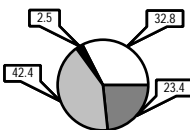
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	68	97.1	9.5	47.6	39.7	3.2	66.7	Yes	Yes
<b>Gender</b>									
Male	35	94.3	12.9	54.8	29.0	3.2	64.5	N/A	N/A
Female	33	100.0	6.3	40.6	50.0	3.1	68.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	63	96.8	10.2	50.8	35.6	3.4	64.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	61	100.0	10.0	46.7	40.0	3.3	66.7	N/A	N/A
Disabled	7	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	67	97.0	9.7	48.4	38.7	3.2	66.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	65	96.9	10.0	50.0	36.7	3.3	65.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	65	96.9	9.8	47.5	41.0	1.6	65.6	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	68	97.1	7.9	28.6	19.0	44.4	71.4	Yes	Yes
<b>Gender</b>									
Male	35	94.3	12.9	22.6	22.6	41.9	71.0	N/A	N/A
Female	33	100.0	3.1	34.4	15.6	46.9	71.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	63	96.8	8.5	30.5	18.6	42.4	69.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	61	100.0	8.3	26.7	20.0	45.0	73.3	N/A	N/A
Disabled	7	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	67	97.0	8.1	29.0	17.7	45.2	71.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	65	96.9	8.3	30.0	18.3	43.3	70.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	65	96.9	8.2	29.5	19.7	42.6	70.5	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	68	98.5	33.8	32.3	13.8	20.0	33.8
<b>Gender</b>							
Male	35	97.1	36.4	36.4	9.1	18.2	27.3
Female	33	100.0	31.3	28.1	18.8	21.9	40.6
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	63	98.4	36.1	34.4	11.5	18.0	29.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	61	100.0	31.7	33.3	15.0	20.0	35.0
Disabled	7	85.7	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	67	98.5	34.4	32.8	14.1	18.8	32.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	65	98.5	35.5	33.9	12.9	17.7	30.6
<b>Socio-Economic Status</b>							
Subsidized meals	65	98.5	34.9	33.3	12.7	19.0	31.7
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	68	98.5	38.5	38.5	12.3	10.8	23.1
<b>Gender</b>							
Male	35	97.1	33.3	51.5	9.1	6.1	15.2
Female	33	100.0	43.8	25.0	15.6	15.6	31.3
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	63	98.4	41.0	39.3	11.5	8.2	19.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	61	100.0	36.7	41.7	11.7	10.0	21.7
Disabled	7	85.7	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	67	98.5	39.1	37.5	12.5	10.9	23.4
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	65	98.5	40.3	38.7	11.3	9.7	21.0
<b>Socio-Economic Status</b>							
Subsidized meals	65	98.5	39.7	38.1	12.7	9.5	22.2
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	25	96.0	4.5	27.3	63.6	4.5	68.2
	4	24	100.0	16.7	70.8	12.5	0.0	12.5
	5	27	100.0	29.6	48.1	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	22	100.0	0.0	47.6	47.6	4.8	52.4
	4	21	95.2	26.3	68.4	5.3	0.0	5.3
	5	25	96.0	4.3	30.4	60.9	4.3	65.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	25	96.0	9.1	13.6	27.3	50.0	77.3
	4	24	100.0	12.5	50.0	37.5	0.0	37.5
	5	27	100.0	11.1	59.3	18.5	11.1	29.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	22	100.0	0.0	33.3	4.8	61.9	66.7
	4	21	95.2	21.1	47.4	26.3	5.3	31.6
	5	25	96.0	4.3	8.7	26.1	60.9	87.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	25	96.0	9.1	13.6	50.0	27.3	77.3
	4	24	100.0	62.5	20.8	12.5	4.2	16.7
	5	27	100.0	59.3	33.3	7.4	0.0	7.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	22	100.0	9.5	33.3	23.8	33.3	57.1
	4	21	95.2	70.0	30.0	0.0	0.0	0.0
	5	25	100.0	25.0	33.3	16.7	25.0	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	25	96.0	0.0	22.7	22.7	54.5	77.3
	4	24	100.0	41.7	54.2	4.2	0.0	4.2
	5	27	100.0	44.4	33.3	11.1	11.1	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	22	100.0	14.3	14.3	38.1	33.3	71.4
	4	21	95.2	50.0	50.0	0.0	0.0	0.0
	5	25	100.0	50.0	50.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 173)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	Up from 2.7%	4.0%	2.8%
Attendance rate	96.6%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Up from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Up from 2.7%	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	3.4%	10.4%
On academic plans	41.3%	N/AV	48.9%	33.6%
On academic probation	11.5%	N/AV	2.6%	1.0%
With disabilities other than speech	3.6%	Up from 0.0%	7.5%	7.5%
Older than usual for grade	1.3%	Up from 0.7%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 11)</b>				
Teachers with advanced degrees	72.7%	Up from 69.2%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	73.3%	Down from 78.1%	82.6%	87.3%
Teacher attendance rate	99.4%	Up from 97.6%	94.6%	94.9%
Average teacher salary	\$44,853	Up 3.0%	\$41,416	\$42,485
Prof. development days/teacher	12.0 days	Down from 23.8 days	15.2 days	13.3 days
<b>School</b>				
Principal's years at school	12.0	No change	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.7 to 1	16.4 to 1	18.6 to 1
Prime instructional time	96.0%	Up from 93.4%	88.2%	89.7%
Dollars spent per pupil*	\$10,511	Up 46.1%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	46.4%	Down from 65.9%	59.5%	64.0%
Percent of expenditures for instruction*	63.4%		68.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 96.5%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This school report card represents the joint effort of our School Improvement Council and faculty. We view this report card as an opportunity to give the community information on our successes and challenges.

We are proud to report that our test scores for year seven of PACT have revealed continuous gains. Both English Language Arts and Mathematics scores in grades 3, 4, and 5 have revealed progressive movement of students from Below Basic to Basic, Proficient, and/or Advanced. This progress is largely attributed to the implementation in grades K-5 of best instructional practices across the curriculum, increased time for math and science instruction, and continuous emphasis on staff development. Because we are located at least 30 miles from Charleston, distance is a factor that presents a challenge for us in attracting and retaining young and talented teachers.

Parent, staff, and student surveys reveal overall satisfactory ratings by all populations served. As we plan for continued student progress, we have entered, for the second year, an alliance with the Edison Corporation, and expect even greater gains. In addition to effective instructional delivery, we will emphasize active parental involvement and student discipline. We continue to ask and expect parents to read to and with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, etc.

We know that all students can learn and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal  
Faith Washington, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	13	23	28
Percent satisfied with learning environment	84.6%	100.0%	100.0%
Percent satisfied with social and physical environment	92.3%	100.0%	96.4%
Percent satisfied with school-home relations	69.2%	100.0%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.